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WHAT SHALL WE STUDY?

BY WM. T. HARRIS.

WHAT shall we teach in our Public Schools—or what shall our children study? This is the most important question that demands the attention of the educator.

Without a clear idea of its true answer we may “eddy round and round” and never come to any consistent system or reach any practical success.

Whether we take the end of education to be discipline, or a filling of the memory; a training of the senses or of the reason, a fitting for business or a general culture—it is certain that our system of education will show what our theoretical view is. Taking for granted that no subject is of more importance to the educator, we hazard a few remarks on the American idea of popular education and the course of study rendered necessary thereby.

Without dogmatizing on the relative value of National ideas, it is sufficient to characterize them: The Oriental forms of society fix the status of the individual far more definitely than do the Western. If you are a *Sudra*, you were predestined to the basest of employments before you were born. Your neighbor, the Brahmin, was foreordained to a blessed life. The institution of civil society in India is a vast web of fate which overshadows the individual, and prevents the mobility which is thought essential to humanity in Europe. Yet this mobility is not realized any where in Europe to the degree that it is in America.

Whereas in Europe generally, the ruling class is hereditary to a greater or less extent, there is also a separation of other classes—the proletary below, and the property-holding middle classes above them. The tendency is to prepare the people by early education to remain in the same class—the proletarian's children to be proletarians still

—the landholder's children to be landholders again. Mobility of classes is not encouraged to any great extent; but far more now than formerly. Since the French Revolution this has especially increased in France, and all over Europe to a less degree. The accident of birth shall not count against self-determination, in America, at least. Here we approach an absolute mobility, particularly in “the West,” and every man is waited upon by the totality of surrounding conditions soon after his advent upon this part of the planet, and pressingly requested to show what power of will there is in him. The circumstances all invite him to do the greatest deed in his power and receive his wages therefor. In a new country—not yet developed—he may serve at any work, from splitting rails in the woods to hair-splitting in the Court or Legislature, or he may try a hand at “running the machine” of civil government. These differences have been noticed and commented upon so often that they are trite themes in anybody's mouth. But one has only to look into the literature of education “in these States” just now, to be convinced that those very differences are not well heeded.

Where the utmost mobility of the individual is realized—so that

“We build a palace for the coming hero,
And lo! his cradle graces asses' cribs!”

it is clear that all systems of education tending to produce distinction of classes are out of place there. The “what we shall teach” is very definitely indicated. It must be of so general a character as to give the as yet unformed character the key to its own capacities, and thereby enable it to choose freely its own path and determine for itself its own destiny.

Social science has for its object the investigation of those institutions by which man elevates himself above his life as an individual—above his merely animal existence—and through his relation to his fellows becomes universal. Man as a mere individual is a savage.

Elevated by means of his social institutions, he partakes of the life of the vast organism known as humanity, and is shielded by it from rude nature. He is fed, clothed, housed, and educated by society. The mite which each individual contributes towards the welfare of the whole is returned to him by the whole through the organization of Society. Thus the social organization is a sieve which sifts out the selfishness and consequent savageness from man. What he does for himself must be indirect—he must work for others and let them work for him. This interchange takes place through commerce, and commerce is the keystone of civilization—an exchange not merely of the elements of food, clothing, and shelter, but of arts, institutions and ideas. Thus education is a part of the grand social organization by which each individual is made the recipient of the labor of the race. Education has this special function to perform in society: it gives each individual the language of the social organization and the common stock of ideas which govern it. It gives man the theoretical tools by which he obtains the mastery over the realms of nature as well as over those of mind.

If these grounds are of too abstract a nature to force immediate conviction as to the definite sphere to be filled by popular education, a further illustration will suffice. The "conventionalities of intelligence" which make possible all communication between man and man—the "tools of thought" by which he becomes master of his position—are:

- I. Reading and Writing.
- II. Arithmetic.
- III. Geography.
- IV. Grammar.
- V. History.

By the first of these he issues forth from the circumscribed life of the senses in which he is confined to the narrow circle of individuals which constitute his acquaintances—he issues forth from his immediate enclosure and finds himself in the community of the world at large, so far as his language extends. He is not limited by space; for the printed page of the newspaper gives him a survey of the life of the globe. He is not limited by time; for the libraries open their doors and he associates with, and listens to, Socrates and Plato, Confucius and Zoroaster, and no

empty gossip escapes from these lips! Faint echoes come down to him from the Chaldean oracles and the Phœnician or Cushite civilization, most ancient of all. Not merely this: he can write his own thought and thus be present to others far separated in Time and Space. This branch is the alphabet of all others, and leads to them.

By the second of these studies he becomes measurer of numerical quantity, and masters the practical side of exchange. The exchange of thoughts and ideas through reading and writing, is extended by arithmetic to a practical ability to exchange food, clothing and shelter.

By the third he comes to realize his spatial relation to the rest of the world. He contributes to the world and receives from it, through commerce. The world through this relation is all a part of the patrimony of each individual. His farm, trade, or profession furnishes him certain things through the mediation of certain activities; so likewise does the whole world. Every civilized man is interested in the wheat crop of Illinois, or the iron crop of Missouri, or the manufactures of England and Massachusetts, just as *really*, though not so vitally, as the farmer of Illinois, the miner of Missouri, the manufacturer of Manchester or Lowell. Thus geography is one of the indispensable branches of education.

Grammar gives to the pupil the first consciousness of the mind itself as instrument. The formation of language exhibits the stages by which pure intellect becomes master of itself. The profound analysis and superior grasp of thought which grammar gives as compared with mathematics and physical sciences for example, has long been noticed by educators. It is emphatically a *culture* study. It marks the educated man from the illiterate; the former uses language with conscious skill, the latter, without it.

History initiates the learner into his past existence in the same sense as geography into his outside (and out of sight) existence. For the precedent conditions of the individual belong to and are a part of his actual existence.

"Man! know thyself!" By self-knowledge the individual flows forth out of his immediate sensations (within whose narrow sphere he is as a brute,

knowing neither good nor evil; for these are *relations*) and traces out his existence through the regions of space which it involves, and the æons of time which are its conditions. He finds that his existence is no private, isolated affair but a vast system—a process which has become, through time, and is becoming a process embracing all nation and all climes.

"He omnipresent is—
All round himself he lies;
Osiris spread abroad
Up-staring in all eyes."

These five elementary branches are of infinitely more importance in a course of education than any others can possibly be—for this reason: The pupil who is taught *how* to master these subjects, is at the same time taught how to master *all* branches of human learning. "Then how important that the system of teaching each branch should be in the spirit of the whole!" Most true! In teaching reading, which stands apart from the other four as the one of transcendent importance, the pupil is to be initiated into the realm of *literature*—the morning land of imagination and Phantasy, the noonday of Science and Theology, and the evening red of History and the past.

But in order that this branch shall be reinforced, there is added a special training in the cardinal directions which branch out from literature as a center. Arithmetic gives him a drill in the severe method of physical study; geography in the exhaustive methods of natural history; grammar, the method of philology and social sciences, while history (of his own country) opens up the method of tracing out relations of events and political combinations.

Is not the elementary stage of education sufficient to inculcate and illustrate methods? So far as it goes, it *is*. Would it do to strike out one of these branches, and substitute therefor any thing else? For grammar, substitute chemistry, or some other physical science? Then you would contribute so far to close the eyes of the mind to the wonderful realm of social existence, for grammar initiates one into the alphabet of the language which that department speaks. By grammar, the pupil gets the tools—the microscopes and telescopes and cameras, by which he can summon social existence before him, and examine it. So, too, should one

JUN 18 1943

VACATION.

BY ANNA C. BRACKETT.

When did we go to the Michigan woods?

I only know

That the air was sweet with the low white clover,
And the honey-bee, the wild free rover
Had never far to go.

How long did we stay in the Michigan woods?

I only know

That the fire-weed flamed crimson higher and higher,
Till only one blossom crowned the spire,
While below, the seeds lay side by side,
Ready to fly out far and wide
As the winds might chance to blow.

How long did we stay in the Michigan woods?

I only know

That the elder-blossoms grew white, then brown,
Then the scarlet berries hung heavily down,
Over the green below.

How long did we stay in the Michigan woods?

I only know

That the thistle flung open his armor green
Till his purple silken vest was seen,
Then changed to a fairy in gossamer grace,
That brushed with her silvery robes my face,
As she floated high and low.

When did we leave the Michigan woods?

I only know

That clusters of asters purple and white,
And the golden-rod like a flash of light,
Had set all the roads aglow.

When did we leave the Michigan woods?

I can only say

That the yellow poplars trembled over
Where the weary bee hunted in vain for clover
The morning we came away.

LOCAL PHRASES.

BY A. W.



ERY various are the means employed to educate the masses. Educators are not alone found in the school-room. Whatever education has brought forth, that, in turn, becomes a powerful auxiliary in giving tone, vigor and character to the intellect. A capacious hall is almost as much a necessity to a city or large town as the school-house. The press has proved itself a first-class educator. The artist is an educator, for he shaves the mind of its roughness, and elevates it to a fuller appreciation of the true ideal. Telegraphs, steamboats, railroads, and every trade, invention and profession, except those savoring of vice, are, to a certain extent, educators.

A few years ago not a very astute critic could determine a person's nativity by certain local phrases. A native of New England was known by using the French nasal a little too liberally; by saying "keow," for "cow;" "abeout," for "about;" "wall," for "well;" "I guess," for "I think;" "what is the damage," for "what is to

pay." Whenever any news, good or bad, was told, a New England lady would say, "I want to know!" even if she did *not* want to know. "Skipper," for "overseer," is used by the employees in nearly all vocations along the New England coast, while farther away in the interior "boss" is more extensively used. Certain bywords are peculiar to that section; as "by golly;" "by george;" "by thunder;" "I snum;" "darn it;" a modest way of swearing, undoubtedly.

Persons living in the South were recognized by a sort of thick speech, owing to the children being led through the nursery by the blacks. The negro says "by dog gone;" "I've done ate it;" "he's done gone;" "where is he at?" "where does he live at?" The white children being with the blacks to such an extent have used these expressions almost as much as the slaves themselves. "I reckon," "right smart," "sun up," for "sunrise," a "heap," for "a great deal," "bit," for "twelve and one-half cents" are peculiar to the South.

Henry Reeves, in Lippincott's Magazine, has inclined toward error concerning a few provincialisms. "Sozzle," "a lazy woman," "stake," for "balk," "staddle," for "sapping," he writes are local in New England; and "pinky," "the little finger," "scup," "a swing," "skesicks," "an idle fellow," in New York. They are exceedingly local, if used at all. He also states that the Western people use high-flown and grandiloquent expressions. No people in the United States are more practical than those in the West, and none more chary to avoid big-worded expressions. Western people do not use a word of five syllables if one of four will answer, nor one of four if one of three can be found to convey the meaning. Instead of saying "she is extravagantly dressed," they say "she is richly dressed;" instead of "a beautiful horse," "a nice horse."

In New England a parent tells the child "to go into the *woods* and bring a *pail* of water from the *brook*:" in certain sections of the South and West the command is given "to go into the *timber* and bring a *bucket* of water from the *creek*." In the mines of California and the Territories "nary one," and "ary one" are quite common. In some localities in the West, "can you *pack*

that home?" is used for "can you *carry* that home;" "he is in my *road*," for "he is in my *way*," and at table, "I do not *choose* any," for "I do not *wish* any." Children sometimes seem to cling to double-negative expressions with wonderful tenacity, although corrected by the teacher several times daily: "I don't know nothing about it;" "I can't work none of them."

Local phrases and provincialisms, generally, do not wander far from their own latitude or isotherm. Southern phrases are more common in the Southwest, and Eastern, in the Northwest. To be sure, during the war, Southern phrases, on account of their eccentricity, were carried home by the Northern soldiers, and may still be used out of curiosity, but they are only transient localisms.

All these local expressions, many of which are ungrammatical, are fast ebbing away, and for that reason the past tense has been used, for the most part, in this article. Only the rustic now shows his birth-place by his vernacular. But one dialect, happily, prevails in the United States, and localisms are rare among the educated. We may listen to a lecturer from Boston, New York, Philadelphia, New Orleans, St. Louis, or Chicago, and perceive but one dialect.

Railroads, by shortening distance, have assisted the educator to such a degree that local phrases are scarcely visible; and now, as public schools are fast dotting the hills and valleys of the South, the thick-lipped speech of that section will quickly hide itself before the pruning-knife of the educator.

PERSONAL CULTURE.

A school must be able to secure to a good degree for its pupils three things; acquired knowledge, mental discipline, and personal culture. Give knowledge without discipline, and you bestow on the mind means without the power requisite to their best use; grant the man knowledge and discipline without personal culture, and you make him little else than a shrewd and powerful savage.

Now all observation shows that our public schools secure these elements of education to their pupils in inverted order: first, knowledge; secondly, discipline; thirdly, as lowest on the scale, personal culture. Knowledge may be inefficient, power may be counteracted, the cultivated and refined will always have its rank and influence. Leave the masses rough and boorish, and with all their acquired knowledge and strength, they will still be looked down upon—they will look down upon themselves.—*Rhode Island School Report*, 1869.

WHEREFORE?

It is better for the world that some things are forgotten. By a wise ordering, oblivion always seeks to hide the evil that men do. Thus the effect of an evil life, demonstrably endless, is yet continually lessened.

Men sometimes, however, seem to labor to defeat the purposes of wisdom and charity. The ugly images boys set up and pelt with snow-balls, are uglier and more lasting than the evanescent material of which they are formed. It passes away under the first warm breath of the south wind, while they stand in cold, hideous deformity, to remind us of what we would gladly forget.

Mrs. Stowe has shown herself one of these worse than iconoclasts. With no disposition to review her narrative, or to controvert her statements concerning Lord Byron, it is hard to determine for what good purpose she has seen fit to publish them.

This is one subject on which men's minds are mostly made up. Even the unnatural crime she lays to his charge cannot impart additional odium to his character. That Lady Byron was grievously wronged, all admit; but she is beyond the reach of the human sympathy, which, so far as it could be enhanced by this ghastly tale, she all her life rejected. Both have passed to an unerring tribunal, and with them, one who walked unscathed through all the storm of calumny and recrimination with which the lives of those dear to her were darkened, only to be assailed to-day with this charge of hideous criminality. Ah, madam, Tom Allen could have taught you a lesson of nobler manliness than that. The world will cry "foul" at this cruel blow upon one who is defenseless, and all the rules of fair combat will award her the victory over you.

But *cui bono*? To-day libraries are ransacked for dusty Byrons; and the youth of America are searching through the coarseness of "Don Juan," as well as the more refined sensuality of "Cain," to verify your quotations. Do they stop there? For their sake, were not this painful history better forgotten? If their mothers and loving teachers could have known the work in which you were engaged, would they not have sent up an

energetic protest? Would they not have sought to avert from the yet pure hearts in their keeping those shafts of yours, pointed with deadly poison? If Lady Byron could have spoken a month ago, would she not have entered a protest against your breaking the charitable seal of silence which closed her lips so long?

We are greatly mistaken in Mrs. Stowe, if, in coming days, she does not bitterly pray that the oblivion from which she has so ruthlessly dragged others, may enshroud them again, and with them her latest work, in its kindly folds.

COLORED SCHOOLS.

(Translated from the Westliche Post.)

It is a fact well known that our colored population manifest the greatest zeal in taking advantage of every opportunity for acquiring education. In the border and lately rebel States, the Freedmen's Bureau has taken upon itself to call public attention especially to the subject of schools for the children of freedmen, and in general with the most satisfactory results. Missouri has been pre-eminent in this regard. We state this fact with greater satisfaction, since certain Eastern papers have lately asserted the contrary. How groundless this assertion, is best shown by the following official figures, for which we are indebted to the kindness of Colonel Seely, Agent of the Freedmen's Bureau in this State.

During the past winter, there were in operation in this State 114 schools for freedmen, mostly public, with an attendance of 6240 children. In 1867 the number of schools was estimated at 52, with an aggregate attendance of 2760. In 55 counties in the State, with a total enumeration of 2984 colored children, no schools have yet been opened.

The following table shows at a glance the comparison between Missouri and the other States named.

STATE.	Colored Population by Census of 1860.	No. of Pupils in Schools, 1868-9.	Ratio of Pupils to Population.
Missouri	118,503	6,240	one in 18.98
North Carolina	361,522	15,951	" 22.69
Tennessee	283,019	7,487	" 37.06
South Carolina	412,330	5,419	" 76.26
Virginia	548,997	12,693	" 43.27
Kentucky	236,167	10,410	" 22.64

The enumeration of colored children in our State is about 34,000.

THE NEW ROUTE TO CHICAGO.

NEW and superb passenger and freight route, the ST. LOUIS AND CHICAGO THROUGH LINE, has just been opened between the cities named. The line is composed of the St. Louis,

Vandalia and Terre Haute Railroad from St. Louis to Effingham, Ills., and the Illinois Central R. R. from Effingham to Chicago. Both roads are in the highest condition, and the equipment of engines, smoking and saloon coaches and sleeping cars, is all new and of the best kind. The trains run through between St. Louis and Chicago without change of cars or conductors, and the line is operated in all respects as one road. There is no better route to Chicago and the East. All the trains connect in Union Depots at Chicago with Michigan Central, Michigan Southern and Ft. Wayne roads, all of which now run trains, without change, to New York in thirty hours. Chicago passengers are landed at the Great Central Depot, in the heart of the city. No other route to Chicago has these advantages of connections or of delivery in the city.

To all our readers who may at any time visit Chicago we commend this route, as safe, speedy and comfortable. Tickets are for sale at all the leading offices in Missouri and Kansas, and in St. Louis at the office of the Illinois Central R. R., 102 North Fourth street. Two daily trains are run, morning and evening, connecting with the Pacific, North Missouri and Iron Mountain Roads.

A GOOD SUGGESTION.

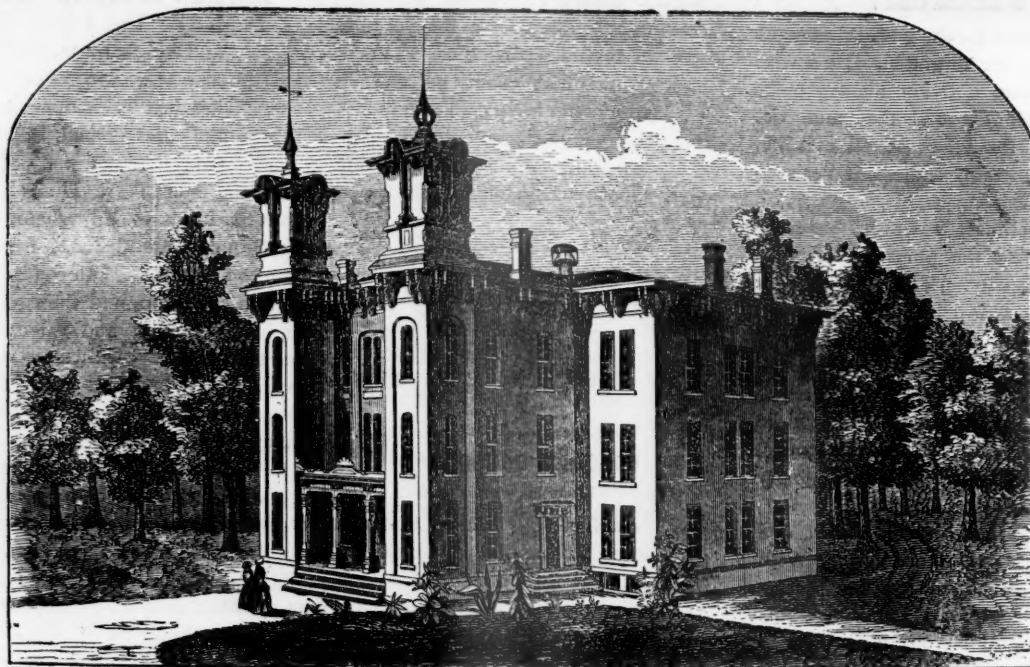
Editor Journal of Education:

I observe that in several States the school laws are published accompanied by such remarks, opinions and judicial decisions as make clear to the comprehension of every school officer what duties are required of him.

Such publications are not simply valuable; they are indispensable to the orderly conduct of any system of schools.

Would it not be well if our State Superintendent could find time amid his multifarious duties to do such a work for Missouri? Y.

THE first foundation of every right is fitness to exercise it consistently. Power properly belongs to nobody who is incapable of using it wisely.—R. J. Sch. Rep.



NORMAL SCHOOL

EXTENSION OF THE SCHOOL TERM.

BY J. A. K.

IN our peregrinations during the summer, by car or buggy, through the rural districts of this and our neighboring State of Illinois, we find many pleasant school houses dotting the land, making so many literary depots, and indicative of improvement in the march of education. But unfortunately, upon a closer inspection, we find the seats vacant—no scholars in attendance, no teacher at work imparting instruction—and, upon inquiry, we are informed that the school term extends to but four or six months of the year.

This is the condition of things at the present time in districts thickly settled and wealthy. He who is in the habit of watching the march of ideas, and the intellectual development of his commonwealth, in view of these facts, must necessarily make a few reflections suggesting themselves to his mind.

The first desideratum to be supplied, in any tolerably devised system of education, must necessarily be a *school house*. There is no center of attraction for children, no common interest in existence striking the eye, calculated to move out of their ordinary routine of action or thought the greater portion of the people, till a school house goes up,

reasonably fitted and equipped for the purpose of its erection—the place for the young who are to receive the elements of knowledge. With a school house, a nucleus is created, which binds together the parties at work in the educational department—the parents who pay by way of taxation, the children who are to be educated, and the teacher who is to give direction and tone to their training. But to have such a building unoccupied, untenanted—to have the work of education suspended—when we all know that education can not be suspended without going backward—to have the great work of raising good citizens stopped for half a year, simply for want of due consideration, or to save a few dollars, appears so absurd and startling, that no community seems to be *compos mentis* which tolerates it for any length of time. Children do not cease to grow, physically or mentally (in the latter phase either upward or downward); children do not cease to be born into the world. The material then is not lessened, but rather, in every rich agricultural country, is increased in a large proportion; why then should the supplies be cut off? Is this wise on the part of an intelligent State or community? Does it not also cripple the efficiency of the teacher as a successful operator in the field of mental culture, and who would a hundred fold prefer to operate the full length of time without interruption? Are not his methods, his classes, his programme, interfered with? in a word, does he not become discouraged and abandon the profession for something more permanent?

And again, will not the teacher presenting himself to a board of directors for a situation, teach on much more reasonable terms for ten months, than for but four or six months?

These are pertinent, practical questions, well worthy of the consideration of those who have the management of school matters, and deserving the efficient solution of those who make the laws regulating the duties of school officers.

SCHOOL RECORDS.

From a Washington paper containing the proceedings of a recent meeting of the Board of Education of the city of Washington, D. C., we learn with great pleasure that they have unanimously adopted Adam's series of School Records for the use of the schools of that city. The city of Georgetown, D. C., has adopted the same system for the schools of that city. We are glad to learn that the free school system is growing in favor with the people of those cities. In Washington they have just completed a most noble structure at a cost of about \$200,000, for the use of public schools, said to be the finest public school building in America. We wish them abundant success.

SEE Conrad Witter's advertisement of German books for public and private schools.

DR. BATEMAN, Superintendent of Public Instruction of Illinois, has a word to say on our last page.

THE HUMBOLDT MONUMENT.

ONE hundred years ago, two men were born in Europe, less than a month apart, each of whom was destined to fill no insignificant page of the world's history. One died an exile at St. Helena, alone, scarcely regretted; the other, after a life prolonged beyond the usual lot of our race, was borne to the tomb amid the tears of the multitude, and with crowned heads bent in reverence. Each perhaps acquired, as fully as is given to man, the objects he sought for; one, the power with which he moulded empires to his will, and all the trophies of a conqueror; the other, seeking humbly to contribute to the world's fund of knowledge, raised himself to the rank of its noblest benefactors, and to him Fame came unsought. Fair Science responded to his devoted wooing, and while with one hand she cast her priceless treasures at his feet, with the other she laid upon his brow a chaplet of fadeless laurels.

It is not our purpose to contrast these lives. They are before the world;—the founder of the Empire—the author of *Cosmos*. The hundredth anniversary of the birth-day of Napoleon has come—and gone,—unnoticed; while Europe and America vie to-day in harmonious rivalry, which shall most fitly celebrate the birth-day of Humboldt. What words could frame a more striking commentary?

We look with grateful hearts on this evidence of progress. We judge of individuals, of nations, and of eras by knowing what they admire; and those who prate of retrogression, who find the world of to-day worse than that of yesterday, must stand confuted at this exhibition of its reverence for the type of man represented by Humboldt.

The day is over when we can manifest our respect for such men by so many cubic feet of useless granite piled up and inscribed with their names. Such monuments are incongruous with the age and the man. Welcome the busts, and floral wreaths, and joyous anniversary festivities. Welcome more the project of a HUMBOLDT OBSERVATORY for St. Louis. An observatory, in as broad a sense of the word as that in which he was an *observer*, in which the species and genera of every kingdom of nature may be represented, and the phenomena

of every natural force expounded. Such an institution, bearing his name, and sending forth a perpetual flood of intellectual light, would be his fitting monument.

ANOTHER WARNING.

WE have on file in the office of this Journal, a large number of letters, from County Superintendents and other School officers, urging us to expose the rascality of certain persons who are selling "*spurious and worthless* Outline Maps, Charts, Globes, etc., etc." With a single exception we have refrained from doing this, because persons have a right to sell these "*spurious and worthless*" Maps, Charts and Globes, if they can find any one foolish enough to throw away the money of the people for such things. This imposition has grown to be of such magnitude that it becomes our duty to print at least a sample of these letters, and so we yield to the public pressure and waive our own preferences in the matter. A County Superintendent, one of the most efficient School officers we have, and one of the most reliable and intelligent men in the State, writes us under date of Aug. 27, 1869, as follows:

"An agent succeeded in palming off on some of our directors a lot of *spurious, worthless* Outline Maps, Charts, etc., from a firm in Chicago, at the enormous price of *sixty-nine dollars per set*."

We were told last spring that some firm in Chicago (who have for years been accumulating a large stock of old Globes, Charts, Maps, etc.,) said they "were going to get rid of it in *Missouri and through the South*;" and it is this old *spurious* stuff which is being palmed off on our School Directors of which so much complaint is justly made.

We feel bound to say in this connection that these "*spurious, worthless* old traps do *not* come from the School Furnishing establishment of A. H. Andrews & Co., of Chicago. We know the Maps, Globes, Charts and Apparatus sold by this firm to be *all right*—and that the School Furniture they manufacture is of the latest and most approved patterns, and of the best quality.

We again call the attention of all School officers to a letter given the Western Publishing and School Fur-

nishing Company by the Hon. T. A. Parker, State Superintendent of Public Schools:

OFFICE STATE SUPERINTENDENT PUBLIC SCHOOLS, }
City of Jefferson. }

To School Officers and Teachers:

I take pleasure in recommending to your favorable consideration the Western Publishing and School Furnishing Establishment, located in St. Louis, at 708 and 710 Chestnut street, in the Polytechnic Institute. The gentlemen conducting it are known to me as men of probity, enterprise, and large experience in educational matters. Their list comprises globes, charts of all kinds, outline maps, philosophical, chemical, and illustrative apparatus, together with a large variety of school furniture. This establishment seems to fully meet a want long felt by the educational interests of the State.

Yours very truly, etc.,

T. A. PARKER, Supt.

We should think that the above ought to be sufficient, and see no reason why School Directors should allow themselves to be imposed upon by buying these "*spurious, worthless* Outline Maps, Charts, Globes," etc. The State Superintendent, in his published official list, recommended *Camp's (Mitchell's) Outline Map and Key*, we suppose because he considered them the *best*.

They are the best. The price list of the Western Publishing and School Furnishing Company will be sent to any one who asks for it, and all goods sold by them will be warranted to be of the best quality or they can be returned and the money refunded. Their position, condition, and standing can be ascertained any day, and we hope the necessity of "another warning" will not again occur.

SELF HELP.

He who has not learned the lesson of resolute self-help, has made little progress as a student, has grown little towards real manhood. Half the world refuses to do its own thinking, to toil through the solution of its own knotty problems; hence half the world who will not do this, must be subject to the other half who will. Those who do the thinking will either directly or indirectly do the governing.—*R. I. School Report, 1869.*

THERE is nothing so noble in this world, no statue, no cathedral, phenomenon of grandeur and beauty, as the man that comes out of the conflicts of life, out of its temptations and trials, nobler than when he entered them.

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : SEPTEMBER, 1889.

A NEW VOLUME.

WITH this issue we commence the second volume of THE JOURNAL OF EDUCATION. We started one year ago without a single subscriber. We closed the first volume with a circulation of over 5,000 copies. Probably we have now a larger circulation than any other educational journal published in this country. It is proper not only to return our thanks for this unparalleled success, but to give the credit of it to those to whom it is so largely due. In the first place, it is due to our contributors, who have discarded entirely mere theories, and have given our readers the *results* of years of experience in the practical work of teaching in the school-room, so that every teacher has found the JOURNAL to be a real helper. In the second place, school officers and teachers feeling that the reading of a Journal of this character would greatly benefit the people, have worked effectively and successfully to extend its circulation. In the third place, the Press of this and other States have unanimously endorsed and commended it. The State Superintendent, and his efficient assistant, have furnished for almost every issue opinions and decisions on controverted points in the School Law; and then, too, the plans and elevations for school-houses have been largely sought for, and we think have been of great assistance to a large number of school directors.

For the neatness, elegance and taste displayed in the printing of the JOURNAL, we are indebted to R. P. Studley & Co. of this city.

We have published reading matter enough during the year to make *three extra numbers*, thereby giving

our subscribers *twenty-five per cent. more than we promised, or they expected.*

We shall do more and better with this volume. Retaining all the features which have been so highly praised by our patrons, we shall add others of still greater value.

We are sure that our friends far and near, who have aided us in establishing on a permanent basis a first class Journal of Education in the Mississippi Valley, will read with pleasure the following, which we select from hundreds of similar notices given us by the Press in the West and South:

Colman's Rural World says:—

"The JOURNAL OF EDUCATION should be in the hands of every one interested in the education of our youth. While Teaching is one of its departments, there are many hints of great value to the trustee, township clerk, legislator, and lover of educational progress. The monthly expositions of questions arising under the operation of the school law, are of great value not only to school officials, but to private citizens. The style, type, and entire workmanship of the paper does credit to our State. We cannot conceive that there is a teacher or school officer in the State who can do without it.

"Address J. B. Merwin, Editor, 710 Chestnut street, St. Louis.

The *Missouri Democrat* says:

"To the publisher, the work has been a financial success, and 5,000 copies of the present number are circulated. It is well edited, its papers are neither too prolix nor too short, and its editorials are just and sensible, as well as pithy. *It is printed elegantly, and taken as a whole, is the most acceptable of all popular monthlies devoted to education.* Teachers will find it an aid in their work, school directors an adviser, and we heartily commend it."

The *Missouri Republican*, in one of several of its commendatory notices, says:

"A glance over its pages satisfies us that it is ably and carefully edited; that it will be a valuable aid to teachers and worth more than twice its subscription price (\$1 50 per annum). It is gotten up in a handsome manner and in a form convenient for preservation and binding. The JOURNAL ought to be in the hands of every teacher and scholar in the State."

The *Galveston (Texas) Christian Advocate* says:

"THE JOURNAL OF EDUCATION is a handsome sheet—well printed on most excellent paper. Its matter is first rate, and shows that the publisher understands the want of

the West in this respect. We commend the JOURNAL to all our educators."

The *South Arkansas Journal*, published at Camden, Ark., says:

"The JOURNAL OF EDUCATION, published at St. Louis, Mo., by J. B. Merwin, is a well printed publication, peculiarly adapted to the interests of teachers and students. We urge upon those of our readers who may have charge of the young minds of our country, or young men and scholars generally, who are pursuing their studies, to send on the requisite \$1 50 and have the JOURNAL OF EDUCATION sent to their address for one year. They will never regret the expenditure; but, after awhile, wonder how so much good reading and valuable information can be furnished for so small an amount of money."

At the last meeting of the Missouri State Teachers' Association, the following resolution was passed regarding the JOURNAL OF EDUCATION:

"Resolved, That a journal devoted to the interests of education is demanded, and that we take pleasure in recommending to the readers of this and other States the JOURNAL OF EDUCATION of St. Louis, and that we will co-operate with its editor and manager, Mr. J. B. Merwin, to increase its circulation and efficiency in the cause of popular education."

JUBILEES OF LABOR.

WHAT agricultural exchanges of this and other States print a list of the County Fairs which are to be held within the next two months. What a time of rejoicing and good cheer these festivals will bring to the farmers and mechanics! What a splendid argument, convincing and unanswerable, these triumphs of skill and labor present for the better education of the people!

Better tools to work with bring better crops, with less labor, and at these Jubilees of Labor it is fit and proper that skill in workmanship and the results of that skill should be both publicly recognized and rewarded. We hope that these gatherings will be largely multiplied, largely attended, and so be greatly encouraged.

The inventor who multiplies the means and facilities for subduing nature, obeys the command to "overcome the world." Thus he becomes a Christian worker, a producer, and adds a thousand fold more to the real wealth and progress of the people than he gets pay for in dollars and cents. We must be careful and give practical results in the world of mind in teaching as inventors do in the world of matter.

OUR CITY PUBLIC SCHOOLS.

THE Public Schools opened on the 6th instant. They are held in forty different buildings and accommodate in the aggregate eighteen thousand pupils. The registration for the past year exceeded that of any previous year by about four thousand pupils. From the present indications it is thought the present year's increase will be nearly five thousand. On the first day of school, the houses in some of the districts were filled to their utmost capacity, and others were compelled to exclude large numbers. The Carroll, (in the south part of the city) for example, registered 914 pupils, while its capacity is 800 seats; the Stoddard registered 840 pupils, while its capacity is 700 seats. To supply the demand for new accommodations, additions are being made to the Jackson and Charless school houses—each being doubled—and one new eight-room building is in progress near the Carroll School and another near the Stoddard. These new buildings will be ready by the first of January.

A new feature of the present year is the establishment of an Intermediate School, designed in part to relieve the over-crowded Central High School, and in part to accommodate that class of pupils who are not able to pass a good examination in all the branches (and thus fail to get admitted to the High School,) and yet are so well qualified as to render their progress in the higher branches more profitable than a review of the elementary studies. Some of these pupils will overtake their companions who entered the High School, and will join them in next year's course, while others will proceed more slowly and still others will fail altogether to master these studies. It is a novel experiment and is watched with interest by all. It is the theory of Mr. Harris, the Superintendent, (as developed in his report in July,) that certain minds can make surer progress by being put into higher methods, than by exactness and thoroughness in the lower methods, and that, consequently, it is better to promote them to higher studies after they have spent a reasonable time on the lower ones, even when these are not very thoroughly learned. He hopes by this method "to flank by the aid of higher methods certain difficulties

which cannot be carried by direct assault and mere thoroughness." The success of this experiment will modify somewhat the prevailing usage of Public Schools, which have generally relied more upon thorough drill than upon comprehensiveness in the use of appliances.

DUTIES OF LOCAL DIRECTORS.

IN response to repeated inquiries on this subject from different portions of the State, we present to our readers a brief outline of the duties of these officers. There is no office in the State of more importance, nor that more requires to be filled by men, competent, public-spirited, and well acquainted with their duties.

The Director enters upon his work only after being duly qualified, to which end he is required to file with the Township Clerk an oath to faithfully discharge the duties of his office, (Sec. 3 School Law.) He is also to take the test oath prescribed in the State Constitution (Sec. II, Art. 6,) within fifteen days previous to the election.

His general duties are explained by the name of his office, *Director*—and comprehend the direction and control of the interests of schools in his sub-district, including management of houses and apparatus. He is to employ and dismiss teachers, certify to their accounts, make contracts, and erect, repair, and furnish a school house at his own discretion, limited only by this provision: that no contract for building purposes for any one year shall exceed two per cent. of the taxable property in his sub-district. (Sec. 6 School Law.) Any taxation in excess of this amount can only be authorized at a public meeting of the qualified voters of the sub-district.

Between the first and third Mondays in March of each year, the Director is required to take an enumeration of all white and colored youth of the school going age within his sub-district, and return a copy thereof to the Township Clerk, with a list of tax-payers resident in his sub-district. The number of children of each sex and color are to be separately designated. (Sec. 5, School Law.)

He is also required (Sec. 7,) to make an estimate of funds necessary to carry

on the schools in his sub-district for not less than four nor more than six months, and forward a copy thereof to the Township Clerk before the 1st of April of each year.

In Sec. 8 special provision is made for continuing schools longer than six months in the year by a majority vote of legal voters of each sub-district.

It will be observed that within his own jurisdiction the powers of the Local Director are almost unlimited. Add to these his functions as a member of the Township Board, and it becomes needless to argue the importance of wise discrimination in the selection of a man to fill this important office.

The enumeration of children is perhaps the most fundamental duty of the Director and the one most liable to be imperfectly executed. As all estimates and taxation are based upon this, it is indispensable that it should be carefully made, and the utmost exactness possible obtained. Until this is done nothing can be done.

With reference to this and other duties of the Director, it may be well to call attention to Chap. 204, General Statutes, Sec. 21, in which it is provided that—

"Every person holding any trust or appointment, who shall be convicted of any willful misconduct or misdemeanor in office, or *neglect to perform any duty required of him by law*—where no special provision is made for the punishment of such misdemeanor, misconduct, or negligence—shall be punished by fine, not exceeding five hundred dollars, or by imprisonment in the county jail, not exceeding one year, or by both such fine and imprisonment."

THE SCHOOL LAW.

AGENTLEMAN who feels deeply interested in the success of our system of free schools, and who has labored efficiently to get the several districts in the township in which he resides organized, writes as follows in regard to the School Law. We invite the attention of our law makers, and the State Superintendent, to his statement: "I have been examining the school law, and I find that the county superintendents are authorized to furnish township boards and township clerks with copies of the school law, proper books and forms for keeping their accounts, etc. (See sec. 48.)"

"I find on the tax books sent me for the sub-districts in our township, a fee of \$5 and \$6 respectively. The law (see sec. 18) says half of one per centum of the taxes thus levied shall be the compensation. The sum total of taxes assessed is \$517.28, which would give but \$2.59 as the lawful fee. Who is right and who is wrong. As I said to you in St. Louis, there is something besides the qualifications of a teacher to be looked after in the duty of a county superintendent.

"Again, the tax books (or one of them) are not made out for the amount of the estimate made by the local directors because (so says the Assessor or County Clerk,) the law does not authorize the levy of more than one per cent. of the assessed value. Queer law that if such was the fact. The Assessor or County Clerk was looking at the *Special Act*, sec. 7. Common sense would have told him better. According to his construction, a school depends upon the value of the property in the district. I construe the law to mean any sum sufficient to maintain the school in teachers, fuel, furniture, apparatus, etc., for a six months' school. Verily some one is needed in whom the responsibility can rest. I wish the State Superintendent would give his opinion, or the Attorney General's opinion, of section by section of the School Law, that the people might see one way.

The following is what a young "American citizen of African descent" said in an essay sent to *Our Young Folks* and read in one of the St. Louis public schools, on

"TRUTH.

"I will commence by saying i do not tell the truth as often as i would like to but i do try sometimes to tell the truism. And i think that a truism is an undoubted truth while it is truly certain really that there are some right truthful people in the world. Schoolmates why cant we be truthfull as other truthfull people are. You are none too young to tell the truth—for please look at george washington when his father ask him who cut that beautifull apple tree there in the garden then george ponder for a moment and respond in answer to reply a short anthem and said father you know i cant tell a lie i cut it now dont you know that done his father good from the end of his toe to the crown of his head. i think schoolmates that truth always shames the devil so if you want to shame the devil tell the truth and it make him run. i think truth posesses great fackleties."

Book Notices.

THE MISSISSIPPI VALLEY; ITS PHYSICAL GEOGRAPHY, by J. W. Foster, LL.D.; Chicago, S. C. Griggs & Co.; London, Trübner & Co. For sale by Saint Louis Book and News Co.

The scope of this book is best explained in the following extract from the author's preface.

"It was with a view of illustrating the gradations between the forest, prairie and desert; the varying conditions of temperature and moisture, and their effects in determining the range of those plants cultivated for food; and, at the same time, to trace the character of the fundamental rocks over the whole of this region, pointing out the mode of occurrence of those ores and minerals useful in the arts; and finally, to trace the colonization of this region from its feeble beginnings to its present magnificent proportions; that this work was undertaken."

The author brings to his task the result of many years observation and exploration in all parts of the great valley; and familiarity with the latest theories and determinations in Geology and Climatology, added to a personal and patriotic interest in the commercial prosperity, which is the outgrowth of the vast resources he describes, and at the same time the stimulus to their development.

His enthusiasm at times betrays itself; but is, on the whole, tempered by the dispassionate judgment of the philosopher. While all may not agree with him in his scientific theories, the multitude, who care more for facts than for theories, will find in his book as complete a summary of what he undertook to furnish as is practicable within its compass.

Dr. Foster finds in every continental mass the same governing law of climate and productions, modified by local conditions, for which, in a measure, he claims to account. In all he finds the gradation from forest through grassy plains or prairies to barren desert, which he attributes to the gradual diminution of moisture in the prevailing winds. In the regions of greatest and most equable rain-fall, a heavy arborescent growth; with diminishing and unequal rain, grass and steppes or prairies; and beyond these, in those regions reached by the winds after being deprived of their moisture, vast barren wastes.

Without going farther into his theory, we find the moist, tropical summer of the Mississippi valley ascribed to what he calls the north-east trade winds passing over the Caribbean sea, deflected

by the mountain chain which girds the coast, and so on through Texas, and thence north-and-eastward over the valley. The same wanton zephyr that toys with the "Maidens that laugh through the vines," in the sunny slopes of Granada, sweeps far out into the Atlantic, bearing on its wings the last echoes of the British guns at Gibraltar. Far away it flies, across the heavy bosom of the ocean, gathering moisture as it goes—now swelling the sails of some huge Indiaman, now glancing athwart the snowy canvas of some graceful clipper, rustling the palms in torrid Barbadoes, careering over the heated waters of the Caribbean, across the low bank of sand called Yucatan, bending gracefully before the sturdy mountain heights of Mexico, and thence away across the gulf, and northward till it fans your heated face, Oh gentle St. Louis reader, and makes desirable that southern exposure you so much covet.

Whether the author has made out his case or not, each reader will judge for himself. We admire, however, the candor with which he admits that, "with the multiplication of observations—geological and meteorological—it may be found necessary to modify" some of his views, and adds the hope "that they may prove to be in the right direction."

The chapter on the origin of civilization, though not particularly profound, is interesting in its exhibit of the influences which have induced a distinctive American character out of such seemingly incongruous elements.

Missouri readers, and many others, will take especial interest in the graphic account given of the series of earthquakes at New Madrid, in 1811.

The chapter on the Mound Builders contains a *résumé* of all that is known of that mysterious people, whose monuments are to-day the riddle of antiquarians, and of whose origin and disappearance even aboriginal tradition is silent as the sphynx.

In its mechanical part, this book, entirely the product of Western industry, may bear comparison with the best productions of the Eastern or English press. The beautiful type, the smooth paper of pleasant tint, and neat, substantial binding, would make a much worse book attractive.

Had we not learned that Dr. Foster

was a graduate of an Eastern college, we should have been inclined to ascribe some faults in this book to a deficiency in early culture. It seems hardly possible that a man well grounded in English and the classics could perpetrate such a sentence as this, about maize:

"A man and boy can tend fifty acres, besides devoting a portion of their time to other crops, which, with good management, may be made to yield from sixty to eighty bushels to the acre."

In this sentence, any school-boy studying grammar will tell you the pronoun "which" refers to "other crops." The reader of the book, however, finds it is the corn the Doctor is talking about.

A fair knowledge of the spelling-book would have prevented the author spelling the preterit of the verb "to lead" just as he spells the metal "lead;" and a little broader culture would have advanced him beyond the quotation book, to which his knowledge of poetry seems to be limited, and into which he so often dips.

Blemishes like these, and others, which in a stump speech of Gen. Logan would be of no consequence, in a book of this character are, to say the least, painful.

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AHN'S NEW PRACTICAL AND EASY METHOD OF LEARNING THE GERMAN LANGUAGE, with Pronunciation. By J. C. Oehlschläger. Revised Edition. New York: E. Steiger. For sale by St. Louis Book & News Co., St. Louis, Mo.

This new edition of a very popular text book will be welcomed throughout the United States. The superior merits of Ahn's method have been demonstrated by the experience of many years. The addition of a compendious grammar and vocabulary at the close, enables the pupil to review his course in a different method from the one he has pursued in the body of the work, and to study the art of translation separately. For this purpose there is a fine selection from the best German literature, occupying forty pages, and accompanied in part with a key to pronunciation, and exercises printed in German script.

Two editions of Beecher's "Life of Jesus, the Christ," are to be published by J. B. Ford & Co. One will be full octavo of 800 pages, with four maps and a head of Christ, engraved by Marshal from Leonardo Da Vinci's "Last Supper;" the other will be royal octavo with maps, twenty large full-page wood engravings, and from fifty to seventy-five smaller cuts printed in the text. The whole series are from new and original drawings never before published. The work will be sold only by subscription.

Magazine Notices.

A pleasant feature in some of the magazines is that of giving us the author's name with each article. We all like to know whom as well as what we are reading. Personally we find a fresh charm this month in *Putnam* and the *Galaxy*, for recognizing among their new contributors a couple of old friends and school mates.

Putnam has a wide range of contents. We notice especially: a capital article on "Colleges and College Education," by Prof. Chadbourne, late President Wisconsin University; Dr. Roosa's timely sketch of the old New York Hospital, and Vincent Collyer's article on the Indians. S. F. Cooper gives some suggestions upon "Village Improvement Societies," which are just the thing for the West.

Harper's Magazine; No. 232, September, 1869. Meat for strong men, and milk for babes; wisdom for the wise, jokes for the funny; capital illustrated articles, about the "High Rockies," "The Eye and the Camera," and a "Trip to Brazil," for every body. But where, Oh, where, are the preternaturally feeble intellects to which Gen. Marcy caters with his interminable and dreary yarns? We have heard of a military man being "bottled up." Couldn't some one stick a cork in R. B. M? We pause for a reply.

The Westminster Review; July, American edition. Too heavy for the popular taste, but going down well into the roots of questions of popular interest. Some facts and figures in this number with reference to social evils, that we commend to our legislators next winter.

The Edinburgh Review; July, American edition. A Review that is a review exclusively. Here also we find an important social question discussed under the head of "The Marriage Law of the Empire." The attention of American readers will be attracted by the review of Victor Jacquemont, who wrote disagreeable things about us after a very short visit. The editor says:

"Little as America and England may seem to love each other, they still love each other better than any continental nation loves either of them."

Which may be true—and may not.

The Galaxy for September. A nice number, as was the last, and the one before it, and so on, we can hardly say *ad infinitum*, but as far back as the first.

Another good article on domestic animals, this time the "Jersey Cows," by Elliot; Dr. Draper discourses on "Our Mineral Springs," and Richard Grant White on the "Unsociableness of Society." Plenty more, all good, including the stories which are continued. "His Place," in which Charles Reade requests his readers to put themselves, is getting to be a pretty hot one.

The Nursery, A monthly Magazine for Youngest Readers, now in its third year, fast becoming an indispensable visitor in every intelligent family where there is a child.

The Columbiad is a new candidate for public favor, issued by the students of the University at Columbia, Mo. It shows pluck and ability too, and ought to thrive vigorously.

AN APOLOGY.

In our last issue we spoke of Fields, Osgood & Co.'s edition of Thackeray as printed at the *Riverside Press*. This was a mistake, the work having been done at the *University Press*, which is quite a different concern, and to which we hereby tender our most humble apologies. Both are so good, and so near the hub, however, that they must not wonder if we poor tired fellows, dizzy and blind with whirling round them, occasionally mistake one for the other.

THE CENTRAL NORMAL SCHOOL.

WE find a catalogue and prospectus of this young vigorous school on our table, reporting forty pupils for its first term just closed, and mapping out the school year of 1869-70 into three twelve week and one six week terms, the first term opening on Monday, the 4th of October next.

The board of lecturers and instructors is full, and all known for their eminent ability and success in their various departments. The school is endorsed by County Superintendents and Educators generally throughout the State.

Its present popularity, with the success it has met in its first term, warrants large expectations for the future. There should be a class of, at least, fifty pupils during the fall term, and more after that. Expense of board can be reduced to almost nothing by club self boarding. Books are partly furnished, and the standard authors used of whatever authorship. Every thing will be done, we have no doubt, to accommodate pupils in every way and make it every way profitable to them to patronize this school.

For catalogue or information address the Principal, Geo. P. Beard, A.M., at Sedalia, Mo.

EDUCATIONAL CONVENTIONS.

HERE have been several Conventions held the last month for the purpose of discussing various plans for the better education of the people. Of the pressing need of these Conventions all will be convinced, when they read a synopsis of what they attempted to do.

The Convention of Philologists met, talked, and—adjourned. Of course in reading over the names of those present, we expected, as we had a right to, that some steps in advance would have been taken. We were as usual disappointed. We expected something practical and useful. We have looked anxiously for it but have failed to find it. Will some one be good enough to tell the world what good resulted from the Convention of Philologists?

The Convention of College Presidents of the Northwest, held at Evans-ton, did get at, and discuss many practical questions of immediate pressing importance, and the result will be greater efficiency, better drills, and a broader and fuller curriculum.

The several Conventions held at Trenton were largely attended, and the topics announced in the July number of this Journal for discussion were generally well handled—but it seems from the reports of the National Normal Association that a certain few were fools enough to attempt to stop free discussion, and all the rest were cowardly enough to allow this attempt to succeed. We hope for the credit of those present that we have been misinformed, and that in our next issue we shall be obliged to retract this censure; but if it is true, that any member was refused a hearing, or the discussion of any question bearing upon the education of the people, was suppressed, it is a disgrace which ought to crimson with shame every face on the continent. Just think of an Educational Convention crushing out *free speech*. If anything meaner in spirit has occurred since the crucifixion of Jesus, history has failed to chronicle the fact. There is evidently a great need of the dissemination of the *first* fundamental principles of education among the members of the body that not only attempted, but succeeded in crushing out *free speech*. Had the

West been largely represented no such outrage would have been tolerated.

The meeting of the American Institute is always a quiet, orderly, old foggy gathering. It is composed of some of the best educators in New England, and gains in its aggregate power and influence, because its unit, or individual power gains from year to year.

The Iowa State Convention was full of life and energy and enthusiasm. The people demand that a teacher shall do something—shall show results—just as the farmer and mechanic show results. In this they are sensible, and the teachers respond, and hence they discard mere theories, and work for, discuss, and obtain practical results, and of course their Conventions are both interesting and profitable.

The Southern Illinois Convention held at Mattoon will help this great interest in that section. They need to hold Educational Conventions not only there, but all through the West. Dr. Bateman, Dr. Edwards, Dr. Allyn, and others, discussed questions of practical interest. As respects education, Southern Illinois is far ahead of New Jersey. There are to be a larger number of County Conventions held in this State this fall than ever before, and we look for reports of interest and for a great awakening of the masses of our people in this all important matter.

PERSONAL.

We learn that upon the recommendation of Col. Seely, Special Agent of the Freedmen's Bureau for Missouri and Kansas, authority has been granted for the employment of Mr. J. Milton Turner, of Boonville, as an agent, with especial reference to the establishment and improvement of Colored Schools in this State. Mr. Turner is a man of tried capacity, and familiar with the School Laws of the State. Besides the above appointment, he is favored with the hearty co-operation of Hon. T. A. Parker, State Superintendent of Public Schools, who in the performance of his duties, will, so far as Colored Schools are concerned, be guided by Mr. Turner's recommendations. In his joint capacity as agent of the Freedmen's Bureau, and Assistant Superintendent of Public Schools, Mr. Turner can not fail to be of efficient service.

NEW QUERIES.

No. 9—Given one angle of a triangle, the opposite side, and the sum of the other two sides, to construct it.

No. 10—Describe a square equal to the united areas of twenty-five different and unequal squares.

No. 11—What part of speech is *THAT*, and give examples.

No. 12—The following incident of the State Teachers' Association has not yet been published, so far as we know:

On the last day of the Convention, forty-seven of the teachers clubbed together to have a big dinner at the hotel. They each gave the obliging waiter a quarter for his activity, except one, and he was the wealthiest and most influential of the group—so much so—that he was elected chairman. It was proposed among them to cast lots to see what one man among them should pay the whole bill, which was about a dollar each, as they didn't have any wine; and, they finally agreed to have the waiter count them off towards the right, and let every seventh man free, and so continue counting around the table, till there was but one man left, and he should pay the bill. The waiter, whether by design or accident, put the Chairman in for the whole amount, perhaps as a retaliation for his giving him "no quarter." How was it managed?

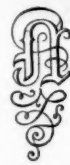
ROBERT EMMET.

THE AMERICAN ENTOMOLOGIST, Vol. 1, No. 12. St. Louis: R. P. Studley & Co. This valuable monthly closes its first volume with the present (August) number. It is so ably conducted, so handsome in every respect, and the topics discussed in it so important to every horticulturist, fruit-grower and farmer, that we regret to see that it has not yet proved pecuniarily successful. That it will do so, the publishers are confident, and have not hesitated at enlarging and improving it in many particulars. The cuts in this number are not surpassed in any work of the kind we have seen.

Subscription price \$2 a year. We will furnish it along with our own Journal for \$3. Now is the time to subscribe.

A CHILD is the most beautiful work of God's creation; beautiful in its present weakness, trustfulness, and simplicity, and beautiful in its possibilities. She who learns properly to estimate child-character—who, humbling herself to walk and talk with children, relives her own childhood experiences, and so cultivates a sympathy with children, finds herself bound to them with a "three-fold cord."

THE CANT OF PROGRESS.



OT religion, but the cant in which many of the overzealous indulge, is responsible for the seeming relative neglect which has fallen upon it; men are prone to generalize hastily, and therefore err in confounding the potent mistakes of men with the divine and immutable truth of God, and so reject both together.

We are beginning to understand and partially to appreciate the cant of politics. Tories become Whigs, and Whigs become Tories, and carry with them, by the magic of a name, those who, if conscious, would not endorse any one of their doctrines. Democracy at different times, occupies grounds diametrically opposite, and yet sways the same masses as though unchanged. So with science and progress and civilization and culture. We ought to be almost surfeited with cant about culture and progress; at least is not the time come when we may call for definitions? Is there a new ism to be propagated? Then shout lustily for progress, freedom of thought and action, fundamental ideas of the American Government; only shout lustily enough and you will have followers, and your ism will live at least as long as it deserves. Most people do not think, and it is because they do not think that they are thus easily imposed upon; the complaint and the remedy lie open to us. Many think, and yet tremble at the thought of standing in the way of progress, or of defeating the ends of culture, just as if these when true would not force conviction, and be abundantly able to stand investigation. Of course it is not the intention of this article to cast any slur upon honest investigation, but to suggest the sound philosophy of the child, who, when told startling facts, or given high sounding names, always replied, "Is it." If any one claims aught as a contribution to progress and culture, we may fairly reply, *is it*. If it be, then let us support it! If it be not, then let us not be imposed upon by a name. Let us ascertain what progress and culture are, and then we can deal fairly with any aspirant for their protection.

So too, with the cant about science. Science is a real thing, and needs no defence, but it is hardly equal to carrying all the burdens that are heaped upon it. Every superficial heterodox thinker calls himself a lover of science, and blesses himself for his ability to doubt these principles which great minds reverence, and only question to accept more fully. Every boy that has mastered the rudiments of Natural Philosophy, Chemistry, and Geology, straightway considers himself a man of science, and charges all his vagaries upon depart-

ments of human effort which are engrossing many of the best minds in the country. He is to deny his faith to what has stood amidst the constant changes of the world, and at the same time show his independence of thought by yielding credulously to any idea offered under this glorious name. He is to doubt all that stands and deem it unworthy of study and investigation, and he is to receive all that may attract by its novelty and by its divergence from what has been accepted.

Doubtless human nature is too weak to escape entertaining views false from the extremities to which they are carried; possibly, nay probably, mankind may always be liable to cant; but as there is always an increasing number who are seeking truth at all hazards, it may be well to suggest these trains of thought in the hope that they may avail some readers.

EDUCATIONAL INTELLIGENCE.

ADAIR COUNTY.—The *Journal* at Kirksville says, in regard to the North Missouri Normal School, that the catalogue received shows an attendance, during the past school year, of 423 students, which is about double the number attending any other Collegiate Institution in Missouri out of St. Louis. The Normal claims to be a live school, up with the times, and built solely on merit. Its faculty contains twelve teachers.

If enterprise, ability and devotion insure success, Prof. Baldwin and his able corps of assistants will achieve it.

DADE COUNTY.—The Teachers' Institute for this county came off on the 26th ult. very successfully. The County Superintendent writes us as follows:

GREENFIELD, Mo., July 31, 1869.
Editor Journal of Education: The Dade county Teachers' Institute convened Monday, the 26th inst., and remained in session four days. The teachers of our county are beginning to manifest their appreciation of the benefits of an Institute, as shown in their regular attendance, and the "take hold" spirit they evince. Not only are the teachers interested in the matter, but citizens generally; and our session was in every way successful and satisfactory.

A two days' session of the Institute will be held September 13th and 14th, at which time the State Superintendent of Schools will be here, and also Superintendent and teachers from Barton county. May we not hope to see a representative from the *JOURNAL* office?

Yours truly,
WM. C. WEST,
Supt of Public Schools for Dade Co.

MONTGOMERY COUNTY.—We learn from the *Danville Star*, that the Second Annual Session of the Montgomery County Teachers' Institute was to be held in Wellsville, commencing September 1, continuing four days; Mr. J. C. Ellis and T. H. Music having the matter in charge.

The *Star*, too, is doing good service in calling attention to the great loss the school fund sustains by the non-enforcement of the law in regard to estrays. We hope this matter will be looked into, not only in this but in every other county in the State.

The correspondence, educational column, editorials, and local items, make the *Star* interesting always.

RANDOLPH COUNTY.—The *Citizen* says in regard to the Public School at Huntsville, that:

The pupils manifest a degree of proficiency in their various branches of study which is exceedingly gratifying, and which ought to be a source of pride to every citizen of our place. Commenced under discouraging auspices and, of necessity, encountering some strong opposition, the school has steadily fought its way into public favor, and now stands acknowledged by all to be a proud and signal success.

The tax levied for school purposes for 1869, amounts to more than \$2,000.

REYNOLDS COUNTY.

OFFICE OF CO. SUPT. FOR REYNOLDS CO., Mo., }
LESTERVILLE, July 22, 1869. }

Editor, Journal of Education:

I wish to state to the friends of popular education in Missouri, the present condition of education in Reynolds county, Mo. I will just copy a few items from reports and records now on file in my office, for the period commencing October 1st, 1868, and ending April 15th, A. D. 1869.

PERSONS IN THE COUNTY BETWEEN 5 AND 21 YEARS OF AGE.

White—Males	779
Females	685
Colored—Males	6
Females	3

Total in the County

NUMBER IN PUBLIC SCHOOLS.

Male	155
Female	155

NUMBER IN PRIVATE SCHOOLS.

Male	59
Female	46

TEACHERS EMPLOYED.

Male	11
Female	2
Average salary of males per month	\$26 50
Average salary of females per month	\$20 50
Average number of months taught	3
Average attendance per month	23 83-06
Number of school-houses	22
Total value of houses and furniture	\$2800

I have traveled 445 miles, spent 22 days and wrote 20 official letters as County Superintendent of Schools since the 14th day of last January, A. D. 1869. Education is progressing finely in Reynolds county. The people are beginning to take an interest in the subject of popular free education.

LEVI A. THORP,

Co. Supt. Public Schools.

WE extend an invitation to all our friends to call on us at 708 Chestnut street, when they visit the city.

OFFICIAL DEPARTMENT.

IMPORTANT TO SCHOOL OFFICERS.

OFFICE SUPERINTENDENT OF PUBLIC SCHOOLS,
City of Jefferson, Sept. 1, 1889.

QUALIFICATIONS OF SCHOOL DIRECTORS.

FIRST.—Must a person who becomes a candidate for the office of school director take, subscribe and file the oath of loyalty within fifteen days next preceding the election?

Ans.—The Constitution of the State of Missouri (see Constitution Missouri, article 2, section 8,) says: "No vote in any election by the people shall be cast up for, nor shall any certificate of election be granted to any person who shall not, within fifteen days next preceding such election, have taken, subscribed and filed said oath." Consequently, it is necessary that the person elected shall have complied with this requirement of the Constitution, in order that he may be a legal director.

SECOND.—Can a person who is not registered as a voter be a legal director?

Ans.—The law requires that a person who is elected school director, shall be a resident qualified voter in the sub-district where he is elected, and that to be a qualified voter he must be registered.

THIRD.—Who are entitled to vote for school director?

Ans.—Only those who are qualified voters, and reside in the sub-district for which the person is elected.

FOURTH.—Where must a candidate for the office of school director file the oath required to be taken by the Constitution?

Ans.—If he is a candidate for director of a sub-district, he must file his oath with the clerk of the county court of the county of the person's residence; but if he is a candidate for the office of director in a town or city, then in the office where the archives of such town or city are kept.

FIFTH.—How long must the polls be kept open in an election for director?

Ans.—They should be kept open from ten o'clock A.M. till four o'clock P.M., if necessary to allow all to vote; but if the voting is done, they may be closed sooner.

SIXTH.—Who are eligible to the office of director in cities, towns and villages, under chapter 47?

Ans.—Only resident householders and qualified voters of the district.

The election for 1889 is to be held on the second Saturday of September.

T. A. PARKER, State Supt.

PROBLEMS.

Editor Journal of Education:

$x^2 + y = 11$ and $x + y^2 = 7$; to find the values of x and y ?

SOLUTION— $x^2 + y = 11$, $x^2 = 11 - y$; therefore

$11 - y =$ a square number; but all the square numbers between 1 and 11 are 4 and 9, the roots of which are 2 and 3, of which 3 answers the conditions of the problem, therefore $x = 3$. In the same manner y will be found = 2.

EDWIN P. FORD, M. D.

ANSWERS TO QUERIES.

1. The sun shines on the north side of a building only when he rises in the east, or north of that point, and sets in the west, or north of it.

2. $X=3$; $Y=2$.

MARIA.

Arrival and Departure of Trains.

PACIFIC.		
	Leaves.	Arrives.
Mail Train (except Sundays).....	9:15 a. m.	10:25 p. m.
Express Train (except Saturday).....	4:45 p. m.	6:00 a. m.
Franklin Accommodation (ex. Sunday).....	6:15 p. m.	7:15 a. m.
Washington Accommodation.....	4:40 p. m.	3:25 p. m.
Meramec do.....	1:05 p. m.	
SOUTH PACIFIC.		
Cars leave Seventh st. Pacific depot daily (except Sunday), for all stations, at.....	9:30 a. m.	
NORTH MISSOURI.		
Mail and Express (Sundays excepted).....	8:40 a. m.	6:30 p. m.
Kansas City and St. Joe Express (Sundays excepted).....	8:00 p. m.	11:25 a. m.
St. Charles Accommodation, No. 1.....	8:10 p. m.	4:45 p. m.
CHICAGO AND ALTON.		
Night Express (Saturday excepted).....	4:15 p. m.	12:45 p. m.
Day Express (Sundays excepted).....	6:40 a. m.	10:00 p. m.
Sunday Express.....	4:15 p. m.	
Jacksonville and Chicago Mail (Sundays excepted).....	4:45 p. m.	10:30 a. m.
Carrollville and Alton Accommodation, (running through to Springfield Saturday night).....	4:45 p. m.	9:15 a. m.
INDIANAPOLIS AND ST. LOUIS LINE.		
Day Express (Sundays excepted).....	7:15 a. m.	8:00 p. m.
Lightning Express (Saturday excepted).....		9:45 p. m.
Night Express (Sundays excepted).....		3:40 p. m.
Sunday Train.....	2:40 p. m.	8:40 a. m.
OHIO AND MISSISSIPPI.		
Morning Express (Sundays excepted).....	7:15 a. m.	11:25 a. m.
Night Express, daily.....	2:30 p. m.	12:45 a. m.
Cairo Express.....	5:40 p. m.	1:30 p. m.
ST. LOUIS AND CHICAGO THROUGH LINE.		
Chicago Mail (Sundays excepted).....	6:30 a. m.	8:00 p. m.
Vandalia Accommodation.....	3:45 p. m.	10:30 a. m.
Chicago Express (Saturdays excepted).....	6:45 p. m.	8:20 a. m.
ST. LOUIS AND IRON MOUNTAIN.		
Trains leave Plum street station—		
For Pilot Knob and intermediate stations, daily, at.....	8:00 a. m.	
For Potosi daily (except Sunday) at.....	4:30 p. m.	
For Desoto (except Sunday) at.....	3:30 and 5:00 p. m.	
For Carondelet daily (except Sundays) at.....	6:35, 8:00, 9:15 and 11:30 a. m.; 2:00, 4:30, 5:10, 6:30, 7:45 and 11:30 p. m.	
Returning will leave—		
Pilot Knob for St. Louis daily at.....	5:30 p. m.	
Potosi for St. Louis daily (except Sundays) at.....	5:30 a. m.	
Desoto for St. Louis daily at.....	5:45, 7:15 a. m., and 6:05 p. m.	
Carondelet (except Sunday) at.....	4:00, 7:45, 7:45, 9:45 and 11:15 a. m.; 1:15, 2:45, 4:15, 6:00, 8:00 and 10:45 p. m.	

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JOSEPH FICKLIN, A. M.,
Professor of Mathematics, Mechanical Philosophy, and Astronomy.

OREN ROOT, JR., A. M.,
Prof. of English Language and Literature, and Instructor in French and German.

E. L. RIPLEY, A. M.,
Principal of College of Normal Instruction.

REV. JOHN PACKER, A. M.,
Professor of Ancient Languages and Literature.

MAJ. GEN. R. W. JOHNSON, U. S. A.,
Professor of Civil and Military Engineering and Tactics.

D. W. B. KURTZ, A. B.,
Assistant in College of Normal Instruction.

CHS. V. RILEY, STATE ENTOMOLOGIST,
Lecturer on Entomology.

General JOHNSON having been relieved by order of the War Department, his place will be supplied by an army officer detailed by the President.

In addition to the above, Mrs. E. A. RIPLEY and Miss MARY B. READ, together with two Assistants, are employed in the Female Department of the Normal College, and in the Model Schools.

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The University also furnishes the highest and best advantages of education to females in the Female Department of the Normal College. Females not under the age of sixteen are received into this Department free of tuition charges, a contingent fee of not exceeding \$10.00 only being charged. They are in a building separated from the University, and under the special supervision of Prof. and Mrs. RIPLEY.

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